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ABSTRACT

This report provides information on activities during the 2000-2001 school year involving exceptional students in Idaho. Highlighted are the use of performance goals in key areas and results of an extensive self-assessment of early intervention services and special education services. Data are presented separately for students with disabilities and those who are gifted and talented. For students with disabilities, the report presents: (1) State Department of Education accomplishments; (2) results for students with disabilities (accomplishments, over-representation of minorities, long-term suspensions and expulsions, and post-school outcomes); (3) school district programs and services; (4) resolving special education disputes; (5) special education funding; and (6) unmet needs. For gifted and talented students the report addresses: (1) State Department of Education accomplishments; (2) school district programs and services; (3) funding; and (4) unmet needs. Four appendices list special education funding by district, the number of students served by district, training and personnel expenditures by district, and gifted/talented students and expenditures by district. (DB)

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Serving Exceptional Children

A Report to the Idaho Legislature January 2002

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Presented by
Dr. Marilyn Howard
State Superintendent of Public Instruction

EC 308968

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INTRODUCTION

This report provides information on 2000-2001 school year activities involving exceptional students. The term "exceptional students" refers to individuals with disabilities or gifts and talents who have unique needs that require specially designed instruction, administrative accommodations, or curriculum modifications in order to receive an education appropriate for their needs. School district programs for students with disabilities are provided in accordance with the federal Individuals with Disabilities Education Act (IDEA) Amendments of 1997, state law, and regulations. Programs for students who are gifted and talented are provided pursuant to Idaho Code §33-2001 and §33-2003, enacted in 1991 and amended in 1993.

The establishment of performance goals in 1998-99 is playing a pivotal role in serving students with disabilities. Performance goals provide direction in five key areas:

- graduation and dropout rates
- participation in and performance on statewide assessments
- post-school outcomes
- suspension and expulsion rates
- the quality of personnel serving students with disabilities

With the establishment of performance goals and funding of a State Improvement Grant, the State Department of Education has taken critical steps to redefine priorities and to focus attention and resources on student *results*. It has also resulted in changing the focus of the Bureau's self-assessment and monitoring process used with schools districts to ensure that students with disabilities receive a free appropriate public education. This year's report to the legislature includes a section titled "Results for Students with Disabilities," which provides statistical data related to performance goals

In addition to the performance goals, the Bureau of Special Education and the Idaho Infant Toddler Program completed an extensive self-assessment of early intervention services and special education services for children and youth with disabilities during the 2000-2001 school year. This assessment was required by the United States Department of Education, Office of Special Education Programs. The assessment included over seventy stakeholders from throughout the state and focused on four areas: 1) general supervision, 2) free and appropriate public education in the least restrictive environment, 3) parent involvement, and 4) secondary transition.

Since the submission of the self-assessment, the Bureau of Special Education and Idaho Infant Toddler Program have worked with stakeholders to develop an improvement plan focused on improving outcomes for students with disabilities in Idaho. The goals and strategies for improving student results have been prioritized (see page 3).

Note: This report was prepared by the Idaho State Department of Education (SDE), Bureau of Special Education, pursuant to Idaho Code §33-1007 and was partially funded by grant number H027A980088A pursuant to the Individuals with Disabilities Education Act.

PART I: STUDENTS WITH DISABILITIES

A. STATE DEPARTMENT OF EDUCATION ACCOMPLISHMENTS ON BEHALF OF STUDENTS WITH DISABILITIES

- **State Self-Assessment and Improvement Planning**: The Bureau of Special Education has completed a self-assessment of special education services in Idaho and is completing an improvement plan focused on improved results for students with disabilities. The self-assessment and improvement plan was conducted in partnership with the Idaho Infant Toddler Program; the United States Department of Education, Office of Special Education Programs; and more than seventy stakeholders from throughout the state.

- **Revised Special Education Manual**: The Bureau of Special Education, with assistance from teachers, administrators, and parents, revised and distributed the *Idaho Special Education Manual 2001,* which serves as a sample set of local policies and procedures for special education. The manual is also available on the Bureau web page.

- **Assistive Technology Manual**: The Bureau of Special Education worked collaboratively with the Idaho Assistive Technology Project to produce and distribute a manual titled *Assistive Technology in the Schools: A Guide for Idaho Educators.*

- **State Improvement Grant**: The Bureau of Special Education is at the midway point of this five-year grant (1999-2004) from the United States Department of Education. An external evaluation of the short term outcomes indicates that significant progress has been made toward the following goals:

  - Implementation of state and local policies and procedures that strengthen the capacity of schools to improve education results for all students.

  - Building the capacity of parents to influence reform and increase their children's educational achievements.

  - Revision of professional and paraprofessional standards, certification requirements, and personnel development programs.

  - Creation of a linked system of pre-service and in-service training to ensure parents and personnel are prepared to meet the needs of students with disabilities.

- **District Data Reports**: A process of comparing similar districts based on resources and needs was developed and field-tested. Each district was given a data report that included its data on each of the performance indicators for the past three years. It also included the average or mean data for similar districts on each indicator, providing targets for improvement.

- **New Monitoring System**: Using district data reports as a starting place for evaluation, the Bureau designed a new monitoring system to focus on improved student results while still

ensuring compliance with state and federal regulations. The system emphasizes student results, district self-assessment, and continuous improvement.

- **Idaho School for the Deaf and the Blind Agreement**: The interagency agreement between the Idaho Department of Education and the Idaho School for the Deaf and the Blind was renegotiated to reflect the current responsibilities and commitments of each agency.

- **Training and Technical Assistance**: The State Department of Education provided a wide range of special education training and technical assistance to general and special education teachers and administrators, related service providers, paraprofessionals, and parents. Topics for the focus of training included behavior issues, curriculum adaptations, assistive technology, identification of student's needs through a problem solving approach, curriculum-based assessments, conflict resolution skill training, and social skills training.

B. RESULTS FOR STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act Amendments of 1997 require the state to establish performance goals and indicators for children with disabilities that are consistent, to the maximum extent appropriate, with goals and standards established for all other children. Every two years the state must report progress in meeting these goals to the U. S. Department of Education and the public.

In September 1998, a task force of general and special educators and State Department of Education personnel selected the following performance goals concerning students with disabilities:

- increase the graduation rate
- decrease the dropout rate
- include all students in statewide assessments
- improve academic performance
- increase the quality of personnel
- decrease suspensions and expulsions
- improve post-school outcomes

The State Department of Education reports the results of performance goals and indicators for each school district as well as a statewide aggregate. Data from the reports is incorporated into the special education monitoring process and is increasingly used at both the state and district level to determine priorities, set policies, and allocate resources. It should be noted that although initial student expectations for post-school outcomes are reported, longitudinal data will not be available until 2005. The 2000-2001 statewide data report begins on page 6 of this document. Highlights from the statewide report are listed below under "Accomplishments" and "Opportunities for Improvement."

Accomplishments

- Graduation rate increased by 2.59 percent.
- Dropout rate improved by 2.01 percent.
- The number of special education students participating in statewide ITBS/TAP testing increased 6.5 percent. (ITBS/TAP refers to the Iowa Test of Basic Skills/Tests of Achievement and Proficiency).
- The number of special education students participating in the Direct Writing Assessment and Direct Math Assessment has increased at all grade levels.

- 771 students with disabilities, or .44 percent of the special education population, participated in the Idaho Alternate Assessment.
- Participation by special education students in the Idaho Reading Indicator continued to be strong.
- Academic performance by special education students on the ITBS/TAP test increased in four grades, remained unchanged in one grade, and decreased in four grades.
- Over-representation of Hispanic students in special education has reduced.
- Identification rates for special education are remaining lower than the national average.
- Students with disabilities in Idaho schools are far more likely to be served in less restrictive settings than is typical across the nation.
- A longitudinal study concerning post-school outcomes was initiated to track the success of former special education students after high school completion. Results from students with disabilities who graduated in the Class of 2000 reported that 62.6 percent are working either full or part-time; 18.3 percent are enrolled in college or Vocational Technical education programs; 3.6 percent are in the military; and 19.6 percent are not working or continuing their education.

Opportunities for Improvement

- Increase the academic performance of students with disabilities on the Direct Writing Assessment.
- Decrease the shortage of special education personnel that has resulted in an increased number of personnel with emergency credentials.
- Decrease over-representation of Native American and Hispanic students in special education programs.
- Decrease the percentage of students with disabilities not working or not enrolled in an educational program following graduation.

Table 1
2000-2001 Idaho Statewide
Special Education Data Report

Performance Indicator	1997-1998 State Average	1998-1999 State Average	1999-2000 State Average	Comments
Graduation Rate	37.51%	42.14%	44.73%	Special Education students ages 17-21 who graduated. Improvement of 2.59% over the past year. Trend is upward.
Dropout Rate	9.79% (Note year change)	8.50%	6.49%	Special Education students ages 14-21 who either dropped out or are not known to be continuing. Improvement of 2.01%. Trend indicates strong improvement.
Performance Indicator	**1998-1999 State Average**	**1999-2000 State Average**	**2000-2001 State Average**	**Comments**
Participation ITBS/TAP	10,461 students Grade-level data not available	11,043 students 57.05%	12,373 students 63.52%	Districts can prove that almost 100% of their special education students participate in statewide assessments but coding issues remain problematic.
Participation Direct Writing (DWA) Direct Math (DMA)	DWA DMA 4th 1,496 1,508 8th 1,399 1,289 11th 664 Grade-level data not available	DWA DMA 4th 1,315 1,404 8th 1,286 1,186 11th 629 DWA DMA 4th 51% 55% 8th 61% 56% 11th 47%	DWA DMA 4th 1,605 1,601 8th 1,546 1,459 11th 736 DWA DMA 4th 65% 64% 8th 72% 68% 11th 51%	Considerable improvement in Direct Writing and Direct Math Assessment participation and coding over the past year.
Participation Idaho Reading Indicator (IRI)	Prior to reading legislation	Winter IRI Statewide Students Percent K 956 60% 1st 1,366 69% 2nd 1,626 73% 3rd 1,827 72%	Winter IRI Statewide Students Percent K 905 58% 1st 1,294 67% 2nd 1,558 70% 3rd 1,775 74%	Participation rate dropped from the previous year. Coding issues are suspected.
Participation Alternate Assessment	Prior to Federal Requirement	Prior to Federal Requirement	0.44% of total school-age population taking the Alternate Assessment	This is the first year of full implementation. Fewer students participated than statistically expected.
Discipline Suspensions/Expulsions	81	91	94	Given the increase in special education enrollment, the increase over the past year was a mere .009%.
Over-Representation of Race in Program Identification as a Student with a Disability	**Hispanics:** 257 over the expected range. **Native Americans:** 169 over the expected range.	**Hispanics:** 310 over the expected range. **Native Americans:** 192 over the expected range.	**Hispanics:** 246 over the expected range. **Native Americans:** 194 over the expected range.	* A reduction in over-identification of Hispanics is noted. * Increased over-identification of Native Americans as persons with a disability continues to be a concern.

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Performance Indicator	1998-1999 State Average	1999-2000 State Average	2000-2001 State Average	Comments
Over-Representation of Race by Disability Area Identification of Specific Disabilities	**Learning Disability:** Hispanics over the expected range by 107. Native Americans over the expected range by 153. **Cognitive Impairment:** Hispanics over the expected range by 130. Native Americans over the expected range by 23. **Language Impairment:** Hispanics over the expected range by 137. **Developmental Delay:** Blacks over the expected range by 10. Hispanics over the expected range by 136.	**Learning Disability:** Hispanics over the expected range by 139. Native Americans over the expected range by 158. **Cognitive Impairment:** Hispanics over the expected range by 114. Native Americans over the expected range by 11. **Language Impairment:** Hispanics over the expected range by 171. **Emotional Disturbance:** Native Americans over the expected range by 2. **Developmental Delay:** Blacks over the expected range by 10. Hispanics over the expected range by 147. Native Americans over the expected range by 3.	**Learning Disability:** Hispanics over the expected range by 101. Native Americans over the expected range by 168. **Cognitive Impairment:** Hispanics over the expected range by 90. Native Americans over the expected range by 6. **Language Impairment:** Blacks over the expected range by 4. Hispanics over the expected range by 198. **Emotional Disturbance:** Blacks over the expected range by 1. Native Americans over the expected range by 2. **Developmental Delay:** Blacks over the expected range by 8. Hispanics over the expected range by 167. Native Americans over the expected range by 4.	**Learning Disability:** • Improvement is noted for Hispanics. • Increasing over-identification of Native Americans with LD continues to be a concern. **Cognitive Impairment:** • Significant improvement is noted in regard to correcting mis-identification of both Hispanics and Native Americans as having a cognitive impairment. **Language Impairment:** • This is the first year of concern for Blacks in this area. • The continued increase of over-identification of Hispanics with LI is a significant concern. **Emotional Disturbance:** • Blacks made the list for the first time. • Native Americans remain unchanged. **Developmental Delay:** •Improvement for Blacks. •Hispanic over-identification for DD is a significant concern. •Slight concern is noted in regard to over-identification of Native Americans as having a developmental delay.
Over-Representation of Race in Particular Settings Service Location (LRE)	**Regular Class:** Hispanics under the expected range by 97. **Resource Classes:** Hispanics over the expected range by 273. Native Americans over by 110. Self-Contained Classes: **Hispanics over the expected range by 30. Native Americans over the expected range by 1.** Separate SpEd School: **Hispanics over the expected range by 92.** Residential Programs: **Hispanics over the expected range by 2. Native Americans over the expected range by 3.**	**Regular Class:** Blacks under the expected range by 14. Hispanics under the expected range by 82. **Resource Classes:** Hispanics over the expected range by 293. Native Americans over by 134. **Self-Contained Classes: Hispanics over the expected range by 66.** Separate SpEd School: **Blacks over the expected range by 7. Hispanics over the expected range by 89.** Residential Programs: **Hispanics over the expected range by 2.** Native Americans over the expected range by 6.	**Regular Class:** Blacks under the expected range by 4. Hispanics under the expected range by 123. **Resource Classes:** Hispanics over the expected range by 264. Native Americans over the expected range by 124. **Self-Contained Classes: Hispanics over the expected range by 56.** Separate SpEd School: **Blacks over the expected range by 4. Hispanics over the expected range by 79.** Residential Programs: **Hispanics over the expected range by 1.** Native Americans over the expected range by 6.	This continues to be an area of concern. Minority races are not to be over-represented in the most restrictive educational settings.

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Performance Indicator	1998-1999 State Average	1999-2000 State Average	2000-2001 State Average	Comments
Academic Performance ITBS/TAP	3rd –15 NPR 4th –18 5th –13 6th –16 7th –12 8th –18 9th –10 10th –14 11th –19	3rd –17 NPR 4th –19 5th –13 6th –16 7th –13 8th –16 9th –11 10th –14 11th –17	3rd –21 NPR 4th –18 5th –14 6th –17 7th –14 8th –16 9th –10 10th –13 11th –16	Academic performance on the ITBS is generally improving up through grade 7. Similar gains are not evident for grades 8-11.
Academic Performance DWA/DMA	**DWA DMA** **4th** 1.9 2.1 **8th** 1.8 1.7 **11th** 2.3	**DWA DMA** **4th** 1.8 2.0 **8th** 1.8 1.5 **11th** 2.3	**DWA DMA** **4th** 1.7 2.2 **8th** 1.9 1.6 **11th** 2.0	Note: Increased participation this year. 4th graders dropped in writing but gained in math. 8th graders gained in writing and decreased slightly in math. 11th graders dropped in writing.
Academic Performance Idaho Reading Indicator (IRI)	Prior to reading legislation	**Statewide Winter 2000** **At Near Below** **K** 10% 43% 47% **1** 13% 15% 72% **2** 10% 13% 77% **3** 13% 11% 76%	**Statewide Winter 2001** **At Near Below** **K** 16% 28% 56% **1** 23% 39% 38% **2** 11% 19% 70% **3** 9% 11% 80%	Note: participation decreased or students were not correctly coded as special education students. This influences the accuracy of the scores. **Percentage "at" or "near" grade level:** Kindergarten decreased by 9%. 1st graders increased by 34%. 2nd graders increased by 7%. 3rd graders decreased by 4%.
Percentage of Children Served by Special Education Ages 3-21	9.80%	10.21%	10.27%	Slight increase of 0.06%.
Least Restrictive Setting LRE	**Regular Class** 61.79% **Resource Room** 24.47% **Other** 13.73%	**Regular Class** 61.19% **Resource Room** 24.27% **Other** 14.54%	**Regular Class** 60.20% **Resource Room** 24.52% **Other** 15.28%	The percentage of students in Idaho receiving educational services with their non-disabled peers is significantly higher than the national rate.
Certified Staff	94.83%	94.86%	93.47%	Growing lack of fully qualified personnel is a concern.

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Qualified Personnel

School districts that are unable to fill vacancies with certified educators must seek approval from the State Department of Education to hire candidates who do not meet the state's standards. Candidates who do not meet the standards for special education and related services positions are being hired under letters of authorization (LOAs) or as consultant specialists. Compared to 1999-2000, there was a 32.9 percent increase in the use of individuals hired under LOAs and as consultant specialists to fill special education vacancies. School administrators report that it is significantly more difficult to retain special education teachers than it is to recruit and hire in this area.

Table 2
Special Education Personnel Shortages in 2000-2001

Position	**Number of Personnel Employed with a Letter of Authorization**	**Number of Personnel Employed as Consultant Specialists**
Special Education Teacher	45	36
Early Childhood Special Education Teacher	5	4
Speech/Language Pathologist	0	10
School Psychologist	2	9
Director of Special Education	0	2
Social Worker	0	4
TOTAL for Special Education	**52**	**65**
TOTAL for Special and General Education	**69**	**265**

The type and number of special education personnel employed by Idaho school districts in 2000-2001 are listed in table 3 below. Table 3 shows that school districts rely heavily on support and assistance from paraprofessionals.

Table 3
Special Education Personnel in Idaho School Districts in 2000-2001

	Full-Time Equivalents Employed	Actual Number Employed	Actual Number Contracted
Early Childhood Special Education Teachers	120.39	153	0
Elementary Special Education Teachers	575.92	723	1
Secondary Special Education Teachers	462.23	674	0
Total Special Education Teachers	**1158.54**	***1550**	**1**
Speech/Language Therapists	194.89	211	17
School Psychologists	124.25	142	12
Psychological Examiners	7.79	10	4
Special Education Administrators (Directors, Supervisors and Coordinators)	54.07	67	1
Occupational Therapists	20.38	21	19
Physical Therapists	5.82	9	13
School Social Workers	64.41	85	2
Rehabilitation Counselors**	9.00	9	0
Audiologists	5.65	8	1
Total Related Service Providers	**486.26**	**562**	**69**
Total Certificated Personnel	**1644.80**	**2112**	**70**
Instructional Assistants	1832.47	2363	0
Related Services Assistants	76.86	99	0
Interpreters	52.62	59	3
Total Noncertificated Personnel	**1961.95**	**2521**	**3**
Total Certificated and Noncertificated Personnel	**3606.75**	**4633**	**73**

* Unduplicated total—some teachers work with students from more than one age level.

** Refers to the number of counselors employed by the Division of Vocational Rehabilitation (DVR) who are assigned full time to schools. DVR also employs 66 counselors statewide who serve adults and students.

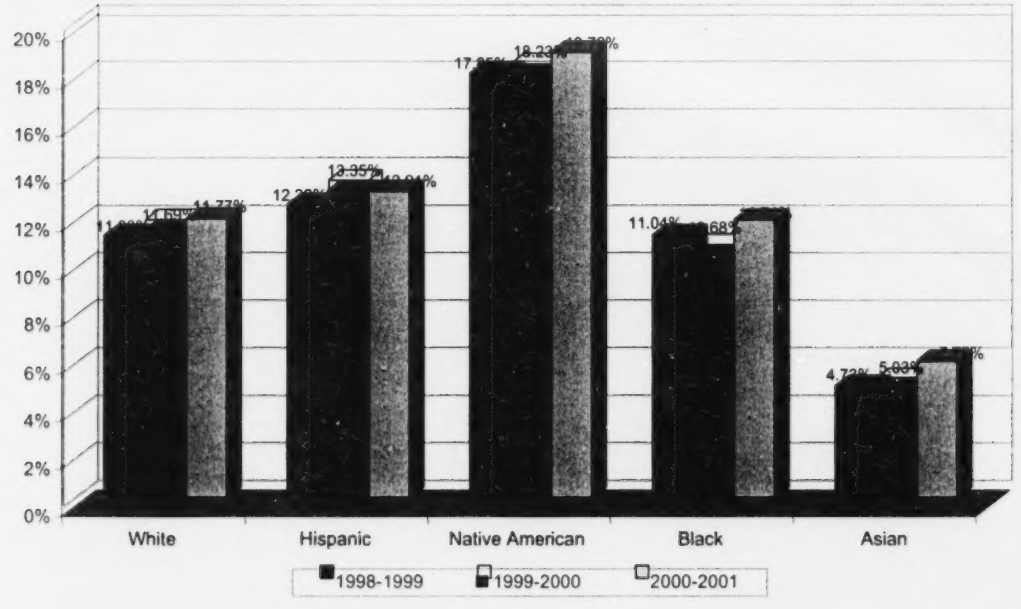
Over-Representation of Minorities in Special Education

Federal law prohibits discrimination based on race. Fair treatment includes the use of valid and unbiased procedures to determine eligibility for special education and placement in the least restrictive environment. Over-representation of minorities in special education is an indication that these procedures are not being carried out in an unbiased manner.

Idaho has chosen to use the "equity formula," or E-formula, established by the Ninth U.S. Circuit Court of Appeals, to determine if significant over-representation based on race exists in special education. The E-formula is based on the overall ethnic composition of the state and allows for a standard error of measurement that results in an expected range. Data for 2000-2001 indicates that both Hispanic and Native American students in Idaho continued to be identified for special education services at a higher-than-expected rate. Table 1 beginning on page 6 lists three areas of "Over-Representation of Race" and the degree of over- or under- identification based on the E-formula.

Figure 1 below compares the percentage of students identified for special education services by race for the past three years.

Fig. 1. Percentage of All Students of Same Race Identified for Special Education Services



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Long-Term Suspensions and Expulsions

During the 2000-2001 school year, the number of special education students suspended more than ten school days or expelled increased from 91 to 94. This is a very small increase of 0.009 percent. Very few special education students (0.37 percent) were expelled or suspended for more than ten days. This reflects the fact that several districts have implemented improved policies and procedures to better meet students needs. However, there is a concern that of the 94 special education students suspended for more than ten days or expelled, three districts that serve only 7.46 percent of the special education students in the state contributed 25.53 percent of the number of students excluded from school.

A comparison of special education and general education suspension/expulsion rates is being hampered by separate and different reporting systems. Different collection requirements in the Individuals with Disabilities Education Act (IDEA) and the Safe and Drug Free Schools Act contribute significantly to this problem. Efforts are underway to unify or modify the manner in which data is collected to allow for meaningful comparisons.

Post-School Outcomes

The State Department of Education uses an independent contractor to collect post-school outcome data by means of a survey. The purpose of the survey is to determine the level of post-school success experienced by former students with disabilities. Specifically, this project tracks for five years former students with disabilities who have completed regular graduation requirements or Individualized Education Program graduation requirements. Individuals receive a letter from the State Department of Education annually, accompanied by a short survey at the end of the first, third, and fifth years. Table 4 lists student expectations as they exited high school compared to their actual status one year later.

Table 4:
Post-School Outcomes for Graduates with Disabilities

Class of 2000 Special Education Students	Senior Year Student Expectation	1 year Later Actual
Working full time	34.8%	42.8%
Working part time	13.7%	19.8%
Attending 4 year college	17.8%	8.9%
Attending 2 year college	17.5%	5.1%
Attending vocational or technical school	21.9%	4.3%
Joining the military	6.9%	3.6%
Believe preparation for workplace or college is average or better than average.	88.4%	
Not working or going to school		19.6%

Columns total >100% because multiple selections were allowed.

C. SCHOOL DISTRICT PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES

Special Education Students Served

Special education services were provided to students who met established eligibility criteria for one or more of 14 categories of disabilities. In 2000-2001, public schools served 29,150 special education students, an increase of 322 students from the prior year. This represents 10.27 percent of the preschool and school age children in Idaho being served in special education programs. Idaho's identification rates of special education students continue to be lower than the national average. Table 5 provides information on the number of students served by school districts and agencies during the last school year.

Table 5
Agencies Serving Special Education Students in 2000-2001

Agency	Number of Students
Idaho Public Schools	28,864
Idaho School for the Deaf and the Blind	96
Department of Juvenile Corrections	60
Department of Correction	(all incarcerated in adult prisons) 48
Department of Health and Welfare	(all preschoolers) 14
Federally Funded Head Start Programs	(all 4-year-olds) 68
Total	29,150

While the total number of students served in special education has increased by 24.1 percent since 1996-97, certain disability categories show much larger increases; many of these categories pertain to more severe disabilities, including autism (up 100 percent over 1996-97) and emotional disturbance (up 36.5 percent). Finally, there is a nationwide rise in the number of students with attention deficit disorder (ADD); many of these students are served under the "other health impairment" category, which has increased 72.4 percent since 1996-97. Table 6 on the next page provides information on the number of students served by school districts and agencies in each disability category over the last five years.

Table 6
Number of Special Education Students Served in Each Disability Category

	1996-97	1997-98	1998-99	1999-2000	2000-01
Autism	159	183	229	293	318
Deafness	111	116	105	106	100
Deaf-Blindness	9	13	16	15	15
Developmental Delay*	2,021	2,351	2,730	3,208	3,511
Emotional Disturbance	600	631	664	753	819
Hearing Impairment	217	222	218	211	223
Mental Retardation*	2,886	2,723	2,426	2,133	1,945
Multiple Disability	488	494	511	526	538
Other Health Impairment	717	835	970	1,155	1,236
Orthopedic Impairment	157	151	162	147	130
Specific Learning Disability	13,106	13,634	14,216	14,949	14,614
Speech/Language Impairment	4,486	4,601	4,955	5,256	5,414
Traumatic Brain Injury	158	149	146	160	159
Visual Impairment	108	120	121	156	128
Total	25,223	26,223	27,469	29,068	29,150

*Prior to the 1998-99 school year, the developmental delay category included only children 3-5 years of age. Beginning in 1998-99, the developmental delay category applied to children 3-9 years of age. It is likely that some students previously identified under the mental retardation category are now being identified under the developmental delay category.

Related Services

In 2000-2001, districts provided an assortment of related services to special education students. Regulations under the Individuals with Disabilities Education Act define related services as follows:

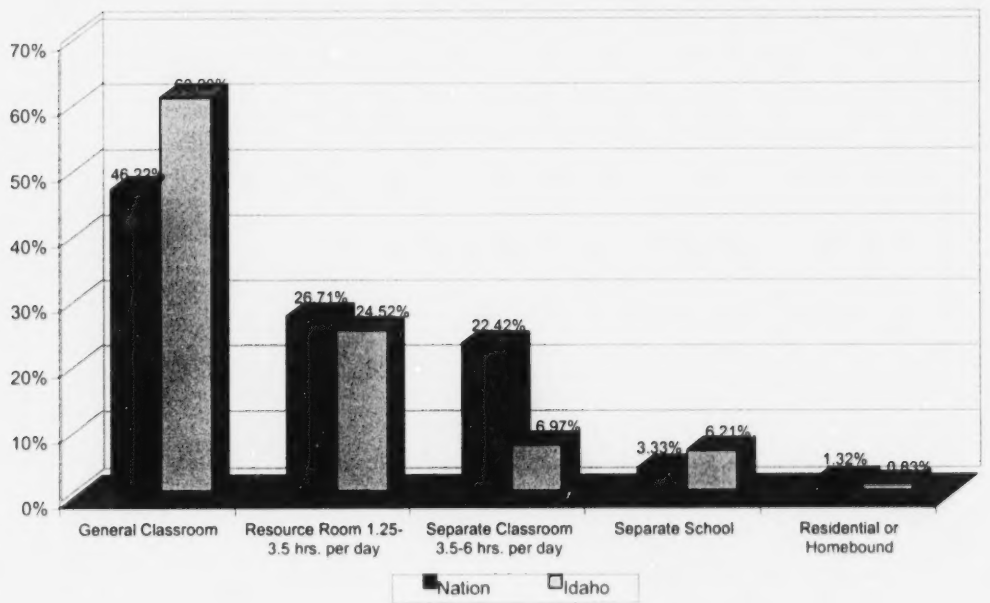
> Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services, and parent counseling and training.

The related services in highest demand were speech/language therapy services, followed by transportation, occupational therapy, physical therapy, one-on-one aide for mainstreaming, counseling, adaptive P.E., family support services, assistive technology, and vocational services.

Placement in the Least Restrictive Environment

Federal law and regulations require that students with disabilities be educated in learning environments with their peers who do not have disabilities unless their needs cannot be met in those settings. Educational settings may include general education classrooms with supplementary assistance, special education resource rooms, separate classrooms, separate schools and facilities, or residential or homebound settings. Determination of the appropriate educational placement is made for each special education student by a team of individuals. Participants on the team include school personnel, parents, the student (when appropriate), and other agency representatives when collaborative service planning is indicated. Figure 2 below shows the percentage of students who received services in the various settings during 2000-2001.

Fig. 2. State and National Comparison of Educational Placement of Students with Disabilities



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D. RESOLVING SPECIAL EDUCATION DISPUTES

Idaho continued to meet its obligation to resolve disputes regarding special education in 2000-2001. Compared to 1999-2000, requests for due process hearings declined 15 percent, and the number of hearings actually held declined 50 percent. During this same period, the number of mediations remained constant. Mediation is less adversarial and less costly than a due process hearing and typically results in a written agreement. Formal complaints to the State Department of Education decreased by 14 percent.

Table 7
Number of Special Education Disputes

	1996-97	1997-98	1998-99	1999-2000	2000-2001
Requests for Due Process Hearing	7	7	17	13	11
Hearings held	1	1	8	4	2
Request for hearing withdrawn, dismissed by hearing officer, or resolved through mediation	6	6	9	9	9
Mediations Conducted	7	14	5	14	14
Mediations resulting in written agreement	4	12	5	11	11
Formal Complaints Resolved by SDE	5	5	14	22	19

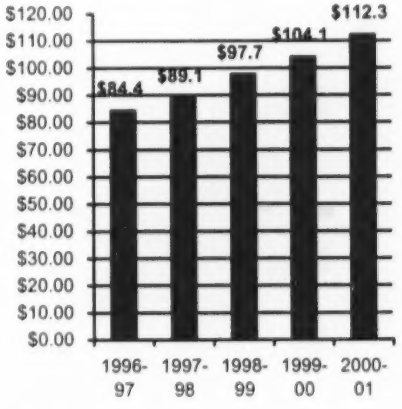
E. SPECIAL EDUCATION FUNDING

Idaho school districts expended $137,983,893 for special education services during 2000-2001. Approximately 70 percent of that amount came from state sources, 11 percent from local sources, and 19 percent from federal sources.

State and Local Special Education Funds

State and local fund expenditures for 2000-2001 totaled $112,324,876. Expenditures over the past several years have increased steadily, as figure 3 indicates.

Fig. 3. State and Local Fund Expenditures for Special Education (in millions)

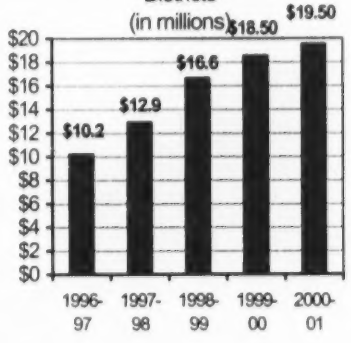


Based on the special education funding formula, state funds disbursed to Idaho school districts during 2000-2001 are estimated at $72,316,895. This total includes the state share of staff allocation and unit funding, which equaled approximately $65,988,615, and the state portion of equalization, which is estimated at $5,026,555. It also includes special distributions of $166,288 in district-to-agency contract funding, $662,744 in special education tuition equivalency funds, and an emotional disabilities allotment of $472,752. Local property taxes available for special education programs approximated $15,079,651 in 2000-2001.

The funding formula for special education is defined in Idaho Code and Administrative Rules of the State Board of Education. Appendix A beginning on page 26 reports special education revenue and expenditures from state and local sources for each school district for 2000-2001.

Federal Special Education Funds

Fig. 4. School Age Federal Flow-Through Allocations to Districts (in millions)



The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure a free appropriate public education for all children with disabilities. Two separate federal grants are authorized under Title VI-B of the IDEA: the School Age grant for children ages 3-21 and the Preschool grant for children ages 3-5. All states receive Title VI-B grants based on a federal formula. Table 7 lists the amount of Title VI-B grants to Idaho, the portion districts received (flow-through), and the portion available for state use.

Appendix B beginning on page 32 details each school district's flow-through award for 2000-2001 School Age and Preschool Title VI-B grants.

Most school districts use the majority of flow-through funds for special education staff salaries and benefits and related services contracts. Districts may also use flow-through funds for supplies, materials, and training. The state is allowed to use a maximum of 5 percent of each grant to support administrative activities, including grant administration, monitoring, complaint investigations, and due process hearing management. After paying administrative and flow-through costs, the state may use any remaining portion of the Title VI-B grants for other direct and support services to students with disabilities. In Idaho, the majority of these funds are allocated to statewide training and support to school districts. A smaller amount is used to respond to emergency funding requests from school districts.

Table 8
Federal Grants for Special Education in 2000-2001

	Grant Amount	District Use (Flow-Through)	State Use
School Age Grant	$22,338,848	$19,611,404 (88 percent of grant)	$2,727,444
Preschool Grant	$2,233,491	$2,233,491 (100 percent of grant)	0
Total	$24,572,339	$21,844,895	$2,727,444

Medicaid Funds

The amount of reimbursements paid to school districts by Medicaid is increasing steadily, while the number of schools billing Medicaid has leveled off. The amount of Medicaid reimbursements to Idaho school districts has increased 79 percent when compared to reimbursements for the same time period in 2000.

Table 9
School-Based Medicaid Activity per Calendar Year

	1998	1999	2000	2001
Medicaid Reimbursement to School Districts	$364,925	$916,281	$1,954,837 (Jan.-Sept.) $1,167,489	(Jan.-Sept.) $2,092,167
Number of Districts Actively Billing Medicaid	6	15	46	(Jan.-Sept.) 48

F. UNMET NEEDS OF STUDENTS WITH DISABILITIES

Funding for Least Restrictive Environment Training and Personnel

According to federal laws and regulations, students with disabilities must be educated in the least restrictive environment possible. Case law continues to make it clear that the least restrictive environment in most situations is the general education classroom. Further, parents are often strong advocates of placing their child in the general education classroom. In 2000-2001, 60.2 percent of students with disabilities in Idaho spent most of the school day in the general education classroom. However, general education teachers often feel ill-prepared or that they lack the time to deal with the special needs of students with disabilities.

In each of the 1997-2001 sessions, the legislature appropriated $1 million to help school districts meet the needs of students with disabilities in the general education classroom. Specifically, the legislature's intent was to provided money for the following:

- training general education teachers to meet the needs of students with disabilities who are included in their classrooms
- hiring and training paraprofessionals to assist general education teachers in meeting the needs of students with disabilities
- employing substitute teachers to allow general education teachers time to attend meetings, contact parents, and collaborate with special education staff

In 2000-2001 alone, money appropriated by the legislature for personnel and training related to the issue of least restrictive environment (LRE) enabled school districts to 1) train 1,703 general education teachers; 2) employ 137 paraprofessionals; 3) train 633 paraprofessionals; and 4) pay for 1,246 substitute teacher days. Appendix C beginning on page 36 summarizes LRE training and personnel expenditures by district.

Continued funding is needed to help school districts assist students with disabilities in the general education classroom.

Funding Related to Students with Emotional Disturbance

Idaho continues to under identify and under serve students with emotional disabilities. Only .33 percent (819 students) of 245,031 public school students were on an individualized education program for emotional disturbance in 2000-2001. In contrast, the national average for identifying students with emotional disturbance is a conservative .74 percent of the public school population. If the national rate were applied, Idaho would be serving 1,813 students under the category of emotionally disturbed.

The State Department of Education has joined with the Department of Health and Welfare, the Department of Juvenile Corrections, the Governor's office, and others to develop a plan to better

address the needs of this under served population of children. State, regional and local councils are being formed to address this need at all levels.

Results of the Office of Special Education Programs (OSEP) Continuous Monitoring Process

Last year the Bureau of Special Education, in partnership with the Idaho Infant Toddler Program, OSEP, and other stakeholders, completed a self-assessment. Based on the results of the self-assessment, Idaho embarked into the improvement planning process with the focus on improved results for students with disabilities. The long-range plan, now in the final phases of development, will address priorities in the following three goal areas:

1. Idaho will include stakeholders in the decision-making process at all levels (individual, building, district, and state) to ensure improved outcomes for students with disabilities and students who are gifted and talented .

2. Personnel in Idaho are trained to ensure that all students with disabilities and students who are gifted and talented at all age levels receive appropriate services in the least restrictive environments.

3. Student outcomes will improve as a result of Bureau of Special Education leadership and effective general supervision of special education and gifted and talented services in Idaho.

Outcomes, activities, timelines and performance measures are being established for each goal as part of the plan. Progress reports will be given at least annually to OSEP and stakeholders throughout the implementation of the plan.

PART II: GIFTED AND TALENTED STUDENTS

A. STATE DEPARTMENT OF EDUCATION ACCOMPLISHMENTS ON BEHALF OF GIFTED AND TALENTED STUDENTS

- **Gifted and Talented Plans:** During the 2001 session, the Idaho State Legislature approved rules and regulations for the gifted and talented program. The purpose of the rules and regulations was to increase uniformity and provide direction for gifted and talented programs statewide. The rules and regulations required districts to compose and submit district gifted and talented plans no later than October 15, 2001. Plans have been submitted by 102 districts, and 84 plans have been approved. Memorandums have been mailed to districts who have not submitted their plans or need to resubmit their plans.

- **Training and Technical Assistance:** The State Department of Education provided training and technical assistance to school personnel to help districts meet Idaho's gifted and talented mandate. This included statewide presentations on the new rules and regulations, hosting three English Vertical Team workshops, evaluating district programs and helping districts develop and implement new programs.

B. SCHOOL DISTRICT PROGRAMS AND SERVICES FOR GIFTED AND TALENTED STUDENTS

Gifted and Talented Students Served

Idaho's gifted and talented mandate requires school districts to identify and serve gifted and talented students ages 5 though 18 who qualify in one or more of the following talent areas: intellectual, specific academic, leadership, creativity and visual/performing arts. Each year on December 1, school districts report the number of students who qualify for and receive services in gifted and talented programs. During the 2000-2001 school year 9,403 Idaho students or 3.8 percent of all students, were identified as gifted and/or talented. Appendix D beginning on page 39 lists the numbers of gifted and talented students identified and served by each school district.

Gifted and Talented Education Services

- During the 2000-2001 school year, 90 districts identified and served gifted and talented students on their annual Child Count.

- The number of gifted and talented students from ages 5 to 7, 9 and 10 and 12 to 18 who were identified and served increased from 1999-2000 as indicated in table 10 below:

Table 10: Increase by Age in Gifted and Talented Students Identified and Served	
5 years old	44% increase
6 years old	7% increase
7 years old	1.9% increase
9 years old	1.1% increase
10 years old	3.1% increase
12 years old	15.5% increase
13 years old	9.9% increase
14 years old	3% increase
15 years old	22% increase
16 years old	13.9% increase
17 years old	29.2% increase
18 years old	16.7% Increase

Nineteen districts identified and served gifted and talented students in all five talent areas. The number of districts identifying and serving gifted and talented students in the following three talent areas increased, as indicated in table 11 below:

Table 11: Increase by Talent Area in Gifted and Talented Students Identified and Served	
Academic	6.8% increase
Intellectual	24.2% increase
Leadership	2.5% increase

C. GIFTED AND TALENTED FUNDING

During the 2000-2001 school year, school districts received no federal funding for gifted and talented programs. The only dedicated source of state funding that districts received was from the Gifted and Talented Training Grant, which totaled $500,000. Districts used the grant to train 3,602 gifted and talented facilitators, general education teachers, and parents. Activities included on-site workshops, conferences, courses, and presentations.

The main source for funding gifted and talented programs in 2000-2001 was each district's maintenance and operations budget. Programming and teacher salaries in gifted and talented programs typically made up the bulk of the expenditures.

State and local expenditures for gifted and talented programs for all school districts totaled $5,391,507 in 2000-2001. Appendix D lists program expenditures by district. As indicated, 40 districts did not expend money from state and local funds for gifted and talented programs or staff.

D. UNMET NEEDS OF GIFTED AND TALENTED STUDENTS

The 1998 through 2001 legislatures allocated $500,000 each year of state general funds for training to better meet the needs of gifted and talented students. To continue this training, the same appropriation is being requested for the 2002 public school budget. The need for training general education teachers is particularly great because 1) gifted and talented students spend the majority of their time in the general classroom and 2) many small school districts cannot afford to fund gifted and talented positions. In addition to funding for continued training, the following unmet needs exist:

- **Funding for Gifted and Talented Facilitators in Rural Districts:** Rural school districts are far less likely to identify and serve gifted and talented students and to hire facilitators than larger districts. Approximately half of Idaho school districts have enrollments of less than 1,000 students, yet these districts account for 22 of the 23 districts that reported serving no gifted and talented students on December 1, 2000. Money is needed to hire gifted and talented facilitators in these districts.

- **Identifying and Serving Gifted and Talented Primary-age Students:** According to the 2000 child count data, only 1.3 percent of Idaho students in grades K-2 were identified for gifted and talented services compared to 7 percent of the fifth graders. In response to this practice, the State Department of Education formed a Gifted and Talented Primary-age Task Force to review literature, examine current best practices and provide recommendations and supporting research. The task force then created a booklet containing recommendations on how to increase and improve services to gifted and talented primary-age students. The booklet was distributed in January 2002 to gifted and talented administrators, facilitators, and classroom teachers throughout the state.

- **Identifying Students Talented in Creativity:** The number of students talented in creativity has not been increasing over the years. For example, the number of students identified in creativity is almost the same in 1997 as 2000. According to the 2000 child count, 147 fewer students were identified as talented in creativity compared to the previous year.

- **Identifying and Serving Hispanic Students and Native American Students:** Although the number of Hispanic students participating in gifted and talented programs increased 28 percent in 2000-2001, they continue to be underrepresented in gifted and talented programs. While Hispanic students make up 11 percent of the student population in Idaho, they account for only 3 percent of the gifted and talented population. Native Americans represent 1.4 percent of the student population in Idaho and account for .1 percent of the gifted and talented population.

LIST OF APPENDICES

Appendix A: 2000-2001 State and Local Special Education Funding by District 26

Appendix B: 2000-2001 Number of Students Served and
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Appendix C: 2000-2001 LRE Training and Personnel Expenditures by District.....36

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Appendix A

2000-2001 State and Local Special Education Funding by District

The table in this appendix reports special education revenue and expenditure information for each school district for 2000-2001. The contents of columns A-H of the table that follows describes the following:

Column A

Column A includes state entitlement and base support funds pro-rated in accordance with the proportion of units generated by special education.

Exceptional child support units are computed with a divisor of 14.5. An exceptional child support unit provides districts with the same amount of funding as a regular education unit, but it generally takes fewer students to generate a special education unit. However, in small districts, the general education secondary divisor, which is less than 14.5, was used to calculate secondary special education funding in Appendix A. State rules specify that 6 percent of elementary students and 5.5 percent of secondary students generate unit funding at the exceptional child divisor. Unit funding calculations for preschool children with disabilities are based on the amount of service received by these students. The total funds allocated through unit funding mechanism are referred to as a district's entitlement.

Pursuant to Idaho Code §33-1002, staff allocation funding is available to support all school district programs. This funding is based on the total number of support units generated by a school district in regular education, special education, and alternative school programs. For each support unit, districts qualify for reimbursement for 1.1 teachers, .075 administrators, and .375 classified staff. This reimbursement is subject to a statewide salary index that recognizes education and experience. The total dollars allocated to a district for staff allocation funding is referred to as base support. Basic benefits (unemployment, social security, and retirement) are also paid by the state.

Column B

Column B includes special distributions for contracts with private agencies, special education tuition equivalency funding, and funding for students with emotional disturbance.

School districts may claim reimbursement for a portion of the costs of approved contracts with private agencies that meet state standards. The disbursement of contract funds provides the same level of state support for contracted students as for students served in public school programs.

Districts that provide special education for students whose parents reside in other school districts may claim reimbursement for local tuition-equivalency allowances and also receive the exceptional child divisor for all such students. Additional funds are provided under an excess cost factor to assist these districts in meeting the needs of these high-cost students. This excess cost factor was $2,400 per eligible student in the 2000-2001 school year.

Districts that identify and serve high numbers of students with emotional disabilities receive additional state support to offset these costs.

Column C

This column identifies the type(s) of special distributions that are included in Column B.

Column D

Column D identifies state general funds that currently provide .001 of a district's adjusted market value as a property tax relief measure. The equalization portion of the foundation program consists primarily of local funds (see Column F) but includes state funds that replace local property taxes.

Column E

Column E is the sum of columns A, B and D.

Column F

Column F estimates the local property taxes, which would have been available for special education programs, by multiplying the district's adjusted market value by .003. The foundation program equalizes disparities in local wealth based on .004 of each district's adjusted market value. Property taxes comprise .003 of this amount; the other .001 is comprised of state general funds that are allocated as a property tax relief measure (see Column D).

Column G

This column is the sum of Columns E and F.

Column H

Column H shows the amount of state and local funds expended to provide special education and related services as reported by each school district via the Idaho Financial Accounting and Reporting Management System (IFARMS). The figures in Column D show the most accurate data available at the time this report was printed and do not reflect corrections made after mid-January 2001. It is important to note that each school district's board of trustees has the responsibility for setting budget and expenditure levels for special education programs. These levels may be higher or lower than the funds available from state and local sources.

Appendix A: 2000-2001 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Col. E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
1	Boise	5,572,005	150,560	E,T	924,729	6,647,294	2,774,187	9,421,481	18,079,769
2	Meridian	6,272,441	81,043	C,E	397,567	6,751,051	1,192,702	7,943,753	10,648,369
3	Kuna	853,357	24,101	C,T	34,728	912,186	104,184	1,016,370	1,098,206
11	Meadows Valley	58,211	0		7,549	65,760	22,647	88,407	66,319
13	Council	100,250	0		5,790	106,040	17,370	123,410	171,996
21	Marsh Valley	451,824	0		18,873	470,697	56,619	527,316	579,803
25	Pocatello	3,856,563	22,340	C,E	176,944	4,055,847	530,831	4,586,678	5,100,822
33	Bear Lake County	513,021	0		22,474	535,495	67,422	602,917	575,631
41	St. Maries	312,050	0		28,458	340,508	85,373	425,881	559,059
44	Plummer/Worley	108,374	0		22,787	131,161	68,360	199,521	299,057
52	Snake River	678,598	0		19,796	698,394	59,389	757,783	716,390
55	Blackfoot	1,359,290	85,746	C,T	38,308	1,483,344	114,924	1,598,268	2,070,767
58	Aberdeen	261,688	0		13,569	275,257	40,707	315,964	282,829
59	Firth	299,055	0		9,172	308,227	27,516	335,743	310,347
60	Shelley	664,940	0		18,753	683,693	56,258	739,951	899,324
61	Blaine County	144,678	0		397,911	542,589	1,193,732	1,736,321	2,761,964
71	Garden Valley	69,835	0		9,198	79,033	27,593	106,626	106,955
72	Basin	112,032	8,640	E	11,933	132,605	35,798	168,403	126,415
73	Horseshoe Bend	85,288	2,616	E	4,259	92,163	12,777	104,940	162,588
83	West Bonner County	269,402	8,136	E	65,898	343,436	197,695	541,131	771,949
84	Lake Pend Oreille	726,691	0		164,829	891,520	494,487	1,386,007	1,740,351
91	Idaho Falls	3,148,509	16,064	T	156,094	3,320,667	468,283	3,788,950	5,178,006
92	Swan Valley	7,743	0		4,001	11,744	12,003	23,747	8,883
93	Bonneville	2,289,293	73,795	C,E	68,366	2,431,454	205,099	2,636,553	3,131,156
101	Boundary County	405,100	0		46,487	451,587	139,461	591,048	668,661
111	Butte County	233,151	0		10,391	243,542	31,174	274,716	192,375
121	Camas County	43,324	0		4,734	48,058	14,202	62,260	40,752
131	Nampa	3,203,970	177,492	E,T	182,550	3,564,012	547,651	4,111,663	4,494,459
132	Caldwell	2,011,308	36,550	C,T	83,879	2,131,737	251,638	2,383,375	2,525,086
133	Wilder	173,020	3,528		9,282	185,830	27,845	213,675	250,200
134	Middleton	647,131	25,519	C,E,T	25,105	697,755	75,316	773,071	680,299
135	Notus	96,002	4,752	E	3,324	104,078	9,971	114,049	209,943
136	Melba	193,866	0		9,954	203,820	29,861	233,681	213,406
137	Parma	306,834	2,280	E	12,946	322,060	38,839	360,899	457,312
139	Vallivue	1,108,918	82,134	C,E,T	77,733	1,268,785	233,198	1,501,983	1,848,942
148	Grace	247,002	0		8,082	255,084	24,245	279,329	338,671

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
** These small elementary districts do not operate special education programs.

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Appendix A: 2000-2001 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Col. E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
149	North Gem	64,488	3,408	E	5,188	73,084	15,564	88,648	78,584
150	Soda Springs	235,800	0		29,572	265,372	88,716	354,088	435,262
151	Cassia County	1,527,262	0		71,972	1,599,234	215,917	1,815,151	1,954,170
161	Clark County	58,720	0		6,030	64,750	18,090	82,840	85,062
171	Orofino	405,662	5,568	E	37,823	449,053	113,470	562,523	906,675
181	Challis	121,401	480	E	23,966	145,847	71,897	217,744	188,836
182	Mackay	96,159	0	E	5,153	101,312	15,459	116,771	136,933
191	Prairie	0	0		0	0	0	0	0
192	Glenns Ferry	161,686	312	E	12,851	174,849	38,553	213,402	174,277
193	Mountain Home	1,300,039	0		46,611	1,346,650	139,832	1,486,482	2,252,303
201	Preston	730,938	0		21,927	752,865	65,780	818,645	681,792
202	West Side	184,581	0		5,377	189,958	16,130	206,088	92,185
215	Fremont County	736,236	46,748	T	67,074	850,058	201,222	1,051,280	862,924
221	Emmett	847,189	30,220	C,E	39,908	917,317	119,724	1,037,041	1,327,322
231	Gooding	428,140	60,858	T	19,985	508,983	59,954	568,937	562,165
232	Wendell	385,289	16,123	T	18,599	420,011	55,797	475,808	391,581
233	Hagerman	99,875	0		6,422	106,297	19,266	125,563	58,738
234	Bliss	50,971	8,352	E	2,583	61,906	7,749	69,655	83,035
241	Grangeville	453,267	11,520	E	42,207	506,994	126,622	633,616	832,594
242	Cottonwood	144,723	1,248	E	7,778	153,749	23,334	177,083	175,878
251	Jefferson County	1,239,694	8,211	T	33,612	1,281,517	100,836	1,382,353	1,325,767
252	Ririe	230,321	0		5,673	235,994	17,018	253,012	333,572
253	West Jefferson	223,462	0		9,428	232,890	28,284	261,174	169,295
261	Jerome	870,227	9,696	T	50,738	930,661	152,213	1,082,874	1,035,963
262	Valley	198,828	0		9,959	208,787	29,878	238,665	206,483
271	Coeur d' Alene	1,964,268	0		273,602	2,237,870	820,805	3,058,675	4,013,796
272	Lakeland	984,883	3,743	T	83,503	1,072,129	250,509	1,322,638	1,376,030
273	Post Falls	1,160,916	36,550	T	95,801	1,293,267	287,404	1,580,671	1,853,329
274	Kootenai	47,398	312	E	13,264	60,974	39,793	100,767	93,848
281	Moscow	612,986	17,518	E,T	58,275	688,779	174,824	863,603	1,875,385
282	Genesee	87,343	0		7,466	94,809	22,397	117,206	142,574
283	Kendrick	99,867	0		6,120	105,987	18,359	124,346	127,366
285	Potlatch	159,531	0		11,168	170,699	33,504	204,203	431,133
286	Whitepine	150,253	0		15,417	165,670	46,251	211,921	439,343
291	Salmon	333,186	0		32,215	365,401	96,645	462,046	497,043
292	South Lemhi	54,744	0		2,768	57,512	8,303	65,815	73,201
302	Nezperce	64,554	0		6,039	70,593	18,118	88,711	123,173
304	Kamiah	190,149	408	E	11,279	201,836	33,836	235,672	208,217

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**

** These small elementary districts do not operate special education programs.

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Appendix A: 2000-2001 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Col. E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
305	Highland	73,834	0		8,042	81,876	24,126	106,002	176,900
312	Shoshone	147,676	0		6,057	153,733	18,171	171,904	149,311
314	Dietrich	58,395	0		1,296	59,691	3,888	63,579	67,640
316	Richfield	74,632	0		2,869	77,501	8,607	86,108	80,825
321	Madison	1,194,124	0		43,622	1,237,746	130,866	1,368,612	1,769,107
322	Sugar-Salem	464,911	0		13,453	478,364	40,359	518,723	419,869
331	Minidoka County	1,515,864	102,179	T	77,995	1,696,038	233,984	1,930,022	1,433,857
340	Lewiston	1,130,236	51,098	E,T	154,047	1,335,381	462,141	1,797,522	3,575,459
341	Lapwai	148,982	10,768	C,E	6,807	166,557	20,421	186,978	329,886
342	Culdesac	78,268	0		2,607	80,875	7,820	88,695	57,051
351	Oneida County	300,793	2,400	E	13,450	316,643	40,351	356,994	318,953
363	Marsing	239,964	2,016	E	7,987	249,967	23,960	273,927	329,723
364	Pleasant	0	0		0	0	0	0	0
365	Bruneau-Grand View	130,076	0		10,874	140,950	32,622	173,572	202,926
370	Homedale	376,854	0		9,524	386,378	28,571	414,949	521,747
371	Payette	598,736	30,393	C,E,T	20,393	649,522	61,178	710,700	696,144
372	New Plymouth	357,990	3,440	C	12,236	373,666	36,709	410,375	260,132
373	Fruitland	415,741	9,058	C	19,682	444,481	59,046	503,527	559,189
381	American Falls	367,491	168	E	54,703	422,362	164,108	586,470	656,418
382	Rockland	56,443	0		1,529	57,972	4,588	62,560	85,947
383	Arbon	10,640	0		2,772	13,412	8,317	21,729	900
391	Kellogg	392,188	0		25,317	417,505	75,950	493,455	903,317
392	Mullan	56,601	0		2,149	58,750	6,448	65,198	150,538
393	Wallace	209,467	0		11,622	221,089	34,865	255,954	420,910
394	Avery	0	0		0	0	0	0	0
401	Teton County	317,027	0		37,034	354,061	111,103	465,164	352,710
411	Twin Falls	1,936,061	22,578	E,T	138,402	2,097,041	415,206	2,512,247	2,572,121
412	Buhl	396,739	0		30,278	427,017	90,835	517,852	687,759
413	Filer	465,582	0		19,921	485,503	59,762	545,265	465,071
414	Kimberly	520,463	0		15,199	535,662	45,597	581,259	445,884
415	Hansen	167,869	0		7,037	174,906	21,110	196,016	110,455
416	Three Creek	0	0		0	0	0	0	0
417	Castleford	98,803	0		4,999	103,802	14,997	118,799	133,332
418	Murtaugh	69,198	408	E	4,727	74,333	14,180	88,513	72,070
421	McCall-Donnelly	83,868	0		78,943	162,811	236,828	399,639	512,402
422	Cascade	87,143	0		20,570	107,713	61,709	169,422	232,059
431	Weiser	482,186	0		23,359	505,545	70,076	575,621	442,528

* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**
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Appendix A: 2000-2001 State and Local Special Education Funding by District

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Col. E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
432	Cambridge	67,882	648	E	5,134	73,664	15,402	89,066	92,032
433	Midvale	32,779	0		2,942	35,721	8,827	44,548	66,809
Total		66,715,306	1,301,725		5,191,384	73,208,415	15,574,138	88,782,553	112,324,876

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Appendix B: 2000-2001 Number of Students Served and Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12/1/00	2000-2001 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2000-2001	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2000-2001	Total IDEA Title VI-B Flow-through funds awarded for 2000-2001
1	Boise	2,757	26,598	10.4%	1,921,994	220,883	2,142,877
2	Meridian	2,545	23,854	10.7%	1,645,122	160,526	1,805,648
3	Kuna	290	2,951	9.8%	195,104	18,091	213,195
11	Meadows Valley	26	182	14.3%	19,942	4,557	24,499
13	Council	39	340	11.5%	34,152	3,224	37,376
21	Marsh Valley	202	1,537	13.1%	162,134	21,783	183,917
25	Pocatello	1,724	12,393	13.9%	1,160,478	137,884	1,298,362
33	Bear Lake County	196	1,567	12.5%	140,668	20,175	160,843
41	St. Maries	145	1,137	12.8%	107,233	11,100	118,333
44	Plummer/Worley	90	550	16.4%	61,043	8,189	69,232
52	Snake River	216	2,133	10.1%	163,021	20,351	183,372
55	Blackfoot	468	4,267	11.0%	316,510	44,995	361,505
58	Aberdeen	107	949	11.3%	79,402	6,647	86,049
59	Firth	137	949	14.4%	97,112	13,482	110,594
60	Shelley	235	2,049	11.5%	144,519	25,302	169,821
61	Blaine County	410	3,012	13.6%	260,571	15,402	275,973
71	Garden Valley	24	315	7.6%	16,417	650	17,067
72	Basin	68	438	15.5%	43,480	3,418	46,898
73	Horseshoe Bend	48	308	15.6%	27,420	946	28,366
83	West Bonner County	234	1,512	15.5%	160,014	15,115	175,129
84	Lake Pend Oreille	436	4,055	10.8%	296,375	29,108	325,483
91	Idaho Falls	1,273	10,758	11.8%	880,789	104,839	985,628
92	Swan Valley	11	63	17.5%	8,612	521	9,133
93	Bonneville	816	7,720	10.6%	563,953	59,198	623,151
101	Boundary County	172	1,601	10.7%	128,441	12,061	140,502
111	Butte County	77	584	13.2%	64,339	15,011	79,350
121	Camas County	26	179	14.5%	14,778	92	14,870
131	Nampa	1,414	11,403	12.4%	873,195	81,076	954,271
132	Caldwell	638	5,690	11.2%	424,177	61,947	486,124
133	Wilder	75	549	13.7%	50,677	5,861	56,538
134	Middleton	269	2,192	12.3%	168,641	17,547	186,188

* These small elementary districts do not operate special education programs.

Appendix B: 2000-2001 Number of Students Served and Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12/1/00	2000-2001 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2000-2001	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2000-2001	Total IDEA Title VI-B Flow-through funds awarded for 2000-2001
135	Notus	44	337	13.1%	28,080	1,312	29,392
136	Melba	90	702	12.8%	55,451	6,106	61,557
137	Parma	141	1,033	13.6%	98,406	10,888	109,294
139	Vallivue	542	3,595	15.1%	344,200	50,366	394,566
148	Grace	66	549	12.0%	54,599	11,792	66,391
149	North Gem	45	207	21.7%	26,184	3,132	29,316
150	Soda Springs	105	1,099	9.6%	82,459	7,120	89,579
151	Cassia County	623	5,126	12.2%	431,492	53,762	485,254
161	Clark County	28	237	11.8%	27,575	4,584	32,159
171	Orofino	243	1,452	16.7%	151,879	18,637	170,516
181	Challis	92	595	15.5%	70,115	5,650	75,765
182	Mackay	40	277	14.4%	28,320	6,170	34,490
191	Prairie *		5	0.0%	0	0	0
192	Glenns Ferry	89	627	14.2%	65,814	6,670	72,484
193	Mountain Home	665	4,511	14.7%	411,602	50,751	462,353
201	Preston	233	2,398	9.7%	161,342	15,564	176,906
202	West Side	57	560	10.2%	46,079	8,143	54,222
215	Fremont County	336	2,346	14.3%	233,814	47,618	281,432
221	Emmett	315	2,987	10.5%	223,227	18,740	241,967
231	Gooding	152	1,313	11.6%	98,136	14,845	112,981
232	Wendell	157	1,011	15.5%	105,051	13,935	118,986
233	Hagerman	41	392	10.5%	29,476	3,274	32,750
234	Bliss	19	169	11.2%	14,351	393	14,744
241	Grangeville	247	1,655	14.9%	163,058	18,164	181,222
242	Cottonwood	59	506	11.7%	36,874	5,006	41,880
251	Jefferson County	440	3,987	11.0%	279,644	28,545	308,189
252	Ririe	97	699	13.9%	70,851	8,083	78,934
253	West Jefferson	72	671	10.7%	43,065	6,054	49,119
261	Jerome	372	3,082	12.1%	242,192	31,486	273,678
262	Valley	62	693	8.9%	44,553	2,877	47,430
271	Coeur d' Alene	991	9,406	10.5%	637,050	43,367	680,417

* These small elementary districts do not operate special education programs

Appendix B: 2000-2001 Number of Students Served and Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12/1/00	2000-2001 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2000-2001	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2000-2001	Total IDEA Title VI-B Flow-through funds awarded for 2000-2001
272	Lakeland	443	4,058	10.9%	302,448	18,871	321,319
273	Post Falls	487	4,512	10.8%	310,868	27,203	338,071
274	Kootenai	29	296	9.8%	17,275	152	17,427
281	Moscow	296	2,583	11.5%	207,465	23,429	230,894
282	Genesee	37	327	11.3%	20,153	2,171	22,324
283	Kendrick	43	348	12.4%	34,352	5,958	40,310
285	Potlatch	95	608	15.6%	57,890	7,034	64,924
286	Whitepine	122	609	20.0%	74,730	1,400	76,130
291	Salmon	170	1,165	14.6%	114,981	12,976	127,957
292	South Lemhi	20	160	12.5%	8,307	86	8,393
302	Nezperce	22	217	10.1%	20,404	2,026	22,430
304	Kamiah	110	605	18.2%	64,171	9,536	73,707
305	Highland	43	249	17.3%	25,360	3,278	28,638
312	Shoshone	63	480	13.1%	41,996	4,217	46,213
314	Dietrich	43	191	22.5%	21,376	5,287	26,663
316	Richfield	34	200	17.0%	20,251	5,349	25,600
321	Madison	445	3,995	11.1%	300,390	29,506	329,896
322	Sugar-Salem	153	1,313	11.7%	103,648	14,515	118,163
331	Minidoka County	528	4,476	11.8%	420,462	49,652	470,114
340	Lewiston	635	5,104	12.4%	390,229	42,116	432,345
341	Lapwai	102	544	18.8%	63,878	3,463	67,341
342	Culdesac	20	216	9.3%	18,803	3,447	22,250
351	Oneida County	110	966	11.4%	76,642	7,027	83,669
363	Marsing	94	738	12.7%	65,358	8,201	73,559
364	Pleasant Valley *	0	26	0.0%	0	0	0
365	Bruneau-Grand View	74	524	14.1%	53,367	12,309	65,676
370	Homedale	110	1,267	8.7%	83,471	12,750	96,221
371	Payette	191	1,979	9.7%	145,255	12,224	157,479
372	New Plymouth	133	933	14.3%	85,388	15,540	100,928
373	Fruitland	175	1,449	12.1%	118,509	6,601	125,110
381	American Falls	224	1,672	13.4%	137,868	14,793	152,661

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Appendix B: 2000-2001 Number of Students Served and Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12/1/00	2000-2001 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2000-2001	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2000-2001	Total IDEA Title VI-B Flow-through funds awarded for 2000-2001
382	Rockland	21	176	11.9%	15,396	4,401	19,797
383	Arbon	3	18	16.7%	2,424	306	2,730
391	Kellogg	195	1,458	13.4%	130,010	13,646	143,656
392	Mullan	19	165	11.5%	13,271	715	13,986
393	Wallace	105	681	15.4%	71,687	7,636	79,323
394	Avery *		22	0.0%	0	0	0
401	Teton County	158	1,327	11.9%	102,900	17,174	120,074
411	Twin Falls	736	6,836	10.8%	555,543	68,859	624,402
412	Buhl	146	1,439	10.1%	103,526	14,795	118,321
413	Filer	178	1,316	13.5%	117,536	13,917	131,453
414	Kimberly	160	1,237	12.9%	96,517	23,920	120,437
415	Hansen	64	420	15.2%	43,456	11,349	54,805
416	Three Creek *		18	0.0%	0	0	0
417	Castleford	40	354	11.3%	29,324	4,220	33,544
418	Murtaugh	29	275	10.5%	16,566	1,124	17,690
421	McCall-Donnelly	89	1,009	8.8%	74,839	7,043	81,882
422	Cascade	65	405	16.0%	40,497	8,525	49,022
431	Weiser	152	1,658	9.2%	107,115	14,284	121,399
432	Cambridge	28	209	13.4%	23,525	2,039	25,564
433	Midvale	9	114	7.9%	10,309	1,670	11,979
Total		28,879	245,009	11.8%	19,494,988	2,219,755	21,714,743

* These small elementary districts do not operate special education programs.

Appendix C: 2000-2001 LRE Training and Personnel Expenditures by District

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
1	Boise	102,066	0	0	102,066	5	5	0	0	102,066
2	Meridian	89,879	29,499	260	56,697	3	162	1,281	20	87,477
3	Kuna	10,742	5,690	54	2,207		15	2,850	57	10,747
11	Meadows Valley	959	507	2	0	0	0	110	2	617
13	Council	1,551	688	5	0	0	0	0	0	688
21	Marsh Valley	7,683	7,683	1	0	0	0	0	0	7,683
25	Pocatello	56,235	2,331	5	60,267	4	10	518	3	63,116
33	Bear Lake	7,034	5,617	15	409	4	4	120	3	6,146
41	St. Maries	5,406	319	4	0	0	0	5,086	40	5,406
44	Plummer/Worley	2,534	111	2	2,423	0.14	0.14	0	0	2,534
52	Snake River	8,518	4,527	16	4,132	1	1	0	0	8,659
55	Blackfoot	16,544	3,343	8	36,652	7	7	0	0	39,994
58	Aberdeen	3,747	0	0	2,831	1	1	0	0	2,831
59	Firth	4,606	600	35	3,500	1	15	506	10	4,606
60	Shelley	8,044	3,900	62	1,625	0	29	450	10	5,975
61	Blaine County	13,031	0	0	13,031	1	1	0	0	13,031
71	Garden Valley	957	0	0	957	1	0	0	0	957
72	Basin	2,136	1,100	2	1,036	1	1	0	0	2,136
73	Horseshoe Bend	1,361	0	0	1361	1	0	0	0	1361
83	West Bonner	7,330	0	0	8,893	4.5	4.5	0	0	8,893
84	Lake Pend Oreille	15,492	14,559	24	0	0	7	972	15	15,530
91	Idaho Falls	44,915	0	0	44,915	30	30	0	0	44,915
92	Swan Valley	291	0	0	291	2	2	0	0	291
93	Bonneville	30,103	2,342	8	25,012	2	26	0	0	27,354
101	Boundary County	6,427	0	0	6,427	1	0	0	0	6,427
111	Butte	2,988	2,000	5	0	0	0	988	20	2,988
121	Camas County	682								NR
131	Nampa	43,797	30,300	357	0	0	0	13,437	240	43,737
132	Caldwell	22,245	10,000	78	13,947	1	1	0	0	23,947
133	Wilder	2,458	38	5	2,370	1	0	50	1	2,458
134	Middleton	8,762	907	25	4,908	0.5	0.5	1,140	20	6,955
135	Notus	1,401	38	5	1,313	1	0	50	1	1,401
136	Melba	2,723	1,964	5	2,000	1	0	600	12	4,564
137	Parma	4,705	38	5	4,618	1	0	0	0	4,655
139	Vallivue	16,289	0	0	12,997	1	1	5,000	120	17,997
148	Grace	2,535								NR
149	North Gem	1,170	0	0	1,170	1	1	0	0	1,170
150	Soda Springs	4,242	0	0	4,242	0.5	6	0	0	4,242
151	Cassia County	21,951	9,568	68	14,723	0	44	2,778	56	27,069
161	Clark County	1,301	0	0	1,301	1	0	0	0	1,301
171	Orofino	7,239	1,612	11	5,627	1	10	0	0	7,239

NA = no application NR = no report

Appendix C: 2000-2001 LRE Training and Personnel Expenditures by District

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
181	Challis	3,037	455	36	2,270	1	15	312	7	3,037
182	Mackay	1,232	0	0	1,232	0.25	0.25	0	0	1,232
191	Prairie	11								NA
192	Glenns Ferry	3,125	433	5	3,431	0.3	8	500	10	4,364
193	Mountain Home	20,406	3,038	7	14,310	2	0	211	2	17,558
201	Preston	9,116								NR
202	West Side	2,206	0	0	2,206	0.2	0	0	0	2,206
215	Fremont County	10,837	2,000	18	7,186	1	0	1,651	33	10,837
221	Emmett	11,673	0	0	17,210	2	2	0	0	17,210
231	Gooding	5,043	840	7	5,471	0.5	3	0	0	6,310
232	Wendell	4,962	0	0	182	1	1	1,000	20	1,182
233	Hagerman	1,556	0	0	1,505	0	6	0	0	1,505
234	Bliss	690	382	1	90	0	3	0	0	472
241	Grangeville	7,844	0	0	4,049	0	11	0	0	4,049
242	Cottonwood	1,984	1,022	9	986	0	8	331	6	2,339
251	Jefferson County	15,356	0	0	15,356	3	3	0	0	15,356
252	Ririe	3,276								NA
253	West Jefferson	2,453	0	0	2,360	1	0	250	5	2,610
261	Jerome	12,540	0	0	12,540	1	1	0	0	12,540
262	Valley	2,489	1,009	10	65	0	1	553	13.5	1,627
271	Coeur D'Alene	34,723	15,316	25	0	0	0	11,174	173	26,490
272	Lakeland	16,173	0	0	16,173	3	3	0		16,173
273	Post Falls	16,599	3,065	51	12,169	1	19	1,365	21	16,599
274	Kootenai	1,025	0	0	3,028	1	0	0	0	3,028
281	Moscow	10,665	5,281	20	6,456	2	9	385	5.5	12,122
282	Genesee	1,201	0	0	1,201	4	4	0	0	1,201
283	Kendrick	1,681	1,156	7	0	0	0	108	4	1,265
285	Potlatch	2,826	4,475	7	0	0	0	900	15	5,375
286	Whitepine	3,507	210	4	4,611	1	1	0	0	4,821
291	Salmon	5,658	0	0	5,658	1	1	0	0	5,658
292	South Lemhi	509	0	0	509	1	1	0	0	509
302	Nezperce	847	1,143	5	0	0	0	280	6	1,423
304	Kamiah	3,082	0	0	1,683	1	0	1,781	37	3,464
305	Highland	1,190	0	0	0	0	0	1,190	21	1,190
312	Shoshone	2,047	0	0	1,564	1	1	0	0	1,564
314	Dietrich	863	0	0	1,351	1	0	0	0	1,351
316	Richfield	948	0	0	948	2	2	0	0	948
321	Madison	16,049	9,330	32	2,725	1	1	2,160	45	14,216
322	Sugar-Salem	5,286	400	5	4,615	1	1	301	6	5,316
331	Minidoka County	20,375	3,210	15	15,629	1.25	0	1,563	33	20,402
340	Lewiston	20,634	20,634	150	0	0	0	0	0	20,634

NA = no application NR = no report

Appendix C: 2000-2001 LRE Training and Personnel Expenditures by District

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
341	Lapwai	2,823	0	0	0	0	0	1,050	14	1,050
342	Culdesac	907	646	2	0	0	0	0	0	646
351	Oneida	4,035	833	58	2,383	0.5	2	819	14	4,035
363	Marsing	3,208	38	5	3,120	1	0	50	1	3,208
364	Pleasant Valley	61								NA
365	Bruneau-Grand View	2,405	0	0	2,405	0.5	0.5	0	0	2,405
370	Homedale	4,549	38	5	4,461	1	0	50	1	4,549
371	Payette	7,696	4,076	11	1,500	1	1	2,119	35	7,696
372	New Plymouth	4,295	0	0	1,966	2	7	0	0	1,966
373	Fruitland	6,088	3,822	25	1,811	0	35	0	0	5,633
381	American Falls	7,091	406	0	5,493	0.5	0	1,065	24	6,964
382	Rockland	729	0	0	729	1	1	0	0	729
383	Arbon	92								NA
391	Kellogg	6,419	5,969	10	920	0	11	0	0	6,889
392	Mullan	691	420	4	0	0	0	0	0	420
393	Wallace	3,353	1,719	6	1,000	0	8	0	0	2,719
394	Avery	59								NA
401	Teton County	5,200	1,700	8	3,000	1	0	500	10	5,200
411	Twin Falls	28,678	3,673	40	34,991	3	30	360	8	39,024
412	Buhl	5,048	2,580	8	3,115	0	23	1,874	40	7,569
413	Filer	5,883	0	0	5,883	0.4	0	0	0	5,883
414	Kimberly	5,099	0	0	4,879	4	4	0	0	4,879
415	Hansen	1,975	0	0	1,975	1	0	0	0	1,975
416	Three Creek	19								NA
417	Castleford	1,453	0	0	1,453	0.13	0.13	0	0	1,453
418	Murtaugh	946	0	0	946	0.1	0	0	0	946
421	McCall-Donnelly	3,863	2,983	30	530	0	11	300	6	3,813
422	Cascade	1,930	1,073	10	1,283	1	6	0	0	2,356
431	Weiser	5,987	0	0	5,987	0.4	0	0	0	5,987
432	Cambridge	1,106	0	0	1,106	1	1	0	0	1,106
433	Midvale	509	0	0	509	3	3	0	0	509
	Totals	1,000,001	242,653	1,703	704,164	137	633	70,139	1,246	1,016,955

NA = no application NR = no report

Appendix D: 2000-2001 Gifted/Talented Students and Expenditures by District

District #	District Name	Gifted/Talented Child Count 12-1-2000	2000-20001 Total Enrollment	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 2000-2001
1	Boise	573	26,598	2.2%	$811,793
2	Meridian	1,456	23,854	6.1%	732,580
3	Kuna	113	2,951	3.8%	69,154
11	Meadows Valley	6	182	3.3%	42,184
13	Council	9	340	2.6%	0
21	Marsh Valley	75	1,537	4.9%	40,553
25	Pocatello	510	12,393	4.1%	211,486
33	Bear Lake County	26	1,567	1.7%	0
41	St. Maries	0	1,137	0.0%	0
44	Plummer/Worley	0	550	0.0%	568
52	Snake River	142	2,133	6.7%	60,410
55	Blackfoot	137	4,267	3.2%	93,611
58	Aberdeen	22	949	2.3%	18,999
59	Firth	9	949	0.9%	0
60	Shelley	133	2,049	6.5%	61,819
61	Blaine County	250	3,012	8.3%	282,866
71	Garden Valley	0	315	0.0%	328
72	Basin	17	438	3.9%	0
73	Horseshoe Bend	5	308	1.6%	94
83	West Bonner County	43	1,512	2.8%	3,234
84	Lake Pend Oreille	105	4,055	2.6%	93,487
91	Idaho Falls	289	10,758	2.7%	347,898
92	Swan Valley	0	63	0.0%	0
93	Bonneville	260	7,720	3.4%	143,594
101	Boundary County	34	1,601	2.1%	37,742
111	Butte County	0	584	0.0%	0
121	Camas County	0	179	0.0%	0
131	Nampa	493	11,403	4.3%	119,064
132	Caldwell	137	5,690	2.4%	134,469
133	Wilder	10	549	1.8%	0
134	Middleton	65	2,192	3.0%	29,731
135	Notus	33	337	9.8%	0
136	Melba	38	702	5.4%	15,948
137	Parma	56	1,033	5.4%	0
139	Vallivue	91	3,595	2.5%	84,898
148	Grace	17	549	3.1%	3,906
149	North Gem	1	207	0.5%	0
150	Soda Springs	31	1,099	2.8%	29,916
151	Cassia County	71	5,126	1.4%	62,460
161	Clark County	27	237	11.4%	745
171	Orofino	58	1,452	4.0%	62,510
181	Challis	0	595	0.0%	0
182	Mackay	0	277	0.0%	0
191	Prairie	0	5	0.0%	0
192	Glenns Ferry	16	627	2.6%	26,783

Appendix D: 2000-2001 Gifted/Talented Students and Expenditures by District

District #	District Name	Gifted/Talented Child Count 12-1-2000	2000-20001 Total Enrollment	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 2000-2001
193	Mountain Home	74	4,511	1.6%	117,918
201	Preston	56	2,398	2.3%	1,921
202	West Side	0	560	0.0%	0
215	Fremont County	75	2,346	3.2%	102,309
221	Emmett	76	2,987	2.5%	0
231	Gooding	103	1,313	7.8%	46,902
232	Wendell	95	1,011	9.4%	336
233	Hagerman	4	392	1.0%	612
234	Bliss	0	169	0.0%	0
241	Grangeville	23	1,655	1.4%	0
242	Cottonwood	47	506	9.3%	1,362
251	Jefferson County	120	3,987	3.0%	68,314
252	Ririe	0	699	0.0%	0
253	West Jefferson	49	671	7.3%	6,664
261	Jerome	74	3,082	2.4%	70,061
262	Valley	0	693	0.0%	0
271	Coeur d'Alene	1,122	9,406	11.9%	383
272	Lakeland	98	4,058	2.4%	109,220
273	Post Falls	98	4,512	2.2%	79,935
274	Kootenai	10	296	3.4%	301
281	Moscow	213	2,583	8.2%	188,313
282	Genesee	16	327	4.9%	9,942
283	Kendrick	23	348	6.6%	1,448
285	Potlatch	23	608	3.8%	13,712
286	Whitepine	15	609	2.5%	19,649
291	Salmon	24	1,165	2.1%	0
292	South Lemhi	0	160	0.0%	0
302	Nezperce	8	217	3.7%	0
304	Kamiah	22	605	3.6%	2,945
305	Highland	2	249	0.8%	8,732
312	Shoshone	0	480	0.0%	0
314	Dietrich	16	191	8.4%	614
316	Richfield	15	200	7.5%	291
321	Madison	75	3,995	1.9%	45,993
322	Sugar-Salem	30	1,313	2.3%	49,251
331	Minidoka County	88	4,476	2.0%	107,146
340	Lewiston	132	5,104	2.6%	349,151
341	Lapwai	0	544	0.0%	0
342	Culdesac	5	216	2.3%	0
351	Oneida County	19	966	2.0%	0
363	Marsing	37	738	5.0%	0
364	Pleasant Valley	0	26	0.0%	0
365	Bruneau-Grand View	0	524	0.0%	0
370	Homedale	73	1,267	5.8%	0
371	Payette	265	1,979	13.4%	27,997
372	New Plymouth	28	933	3.0%	1,924

Appendix D: 2000-2001 Gifted/Talented Students and Expenditures by District

District #	District Name	Gifted/Talented Child Count 12-1-2000	2000-20001 Total Enrollment	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 2000-2001
373	Fruitland	83	1,449	5.7%	4,096
381	American Falls	69	1,672	4.1%	43,104
382	Rockland	0	176	0.0%	0
383	Arbon	0	18	0.0%	0
391	Kellogg	122	1,458	8.4%	62,378
392	Mullan	6	165	3.6%	743
393	Wallace	46	681	6.8%	26,088
394	Avery	0	22	0.0%	0
401	Teton County	22	1,327	1.7%	15,520
411	Twin Falls	213	6,836	3.1%	94,898
412	Buhl	75	1,439	5.2%	28,585
413	Filer	27	1,316	2.1%	26,443
414	Kimberly	1	1,237	0.1%	775
415	Hansen	9	420	2.1%	0
416	Three Creek	0	18	0.0%	0
417	Castleford	15	354	4.2%	0
418	Murtaugh	10	275	3.6%	0
421	McCall-Donnelly	28	1,009	2.8%	640
422	Cascade	15	405	3.7%	743
431	Weiser	49	1,658	3.0%	31,087
432	Cambridge	0	209	0.0%	231
433	Midvale	2	114	1.8%	0
	TOTALS	9,403	245,009	3.8%	5,391,507